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ABSTRACT

The educational careers of 148 students who were first, third, or fifth graders at the de facto segregated McKinley School during its last year of operation are reported. Another group of 156 students attending the first, third, or fifth grades at another school that remained de facto segregated are used as a control group of relatively more segregated students. The duration of the follow-up is the nine-year period from the 1966-1967 school year through 1974-1975. This study is said to provide answers to several questions, including: (1) how the school persistence (enrollment and attendance) for these two groups of students compared, and (2) how the school performance (grades and achievement test scores) for the two groups of students compared. The study provides little evidence that the McKinley students made either a better or a poorer school adjustment than the controls. The former McKinley students showed the same reasonbly good adjustment, i.e. 90% overall attendance, similar transfer rates, average grade point averages, and somewhat below average test scores and class ranks, than the control group students. In reading and math test scores, both groups maintained their relative positions among national norms groups of their same age peers. It is concluded that rapid integration has little effect on school persistence or performance. (Author/AM)

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What Happened to the Kids After Their Segregated School Closed?

A Nine-Year, Control-Group Follow-up of Elementary Students

Paul S. Higgins
Minneapolis, Minnesota
March 31, 1976

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Abstract

What Happened to the Kids After Their Segregated School Closed?

A Nine-Year, Control-Group Follow-up of Elementary Students

Paul S. Higgins

In fall, 1967, majority-Black McKinley Elementary School in St. Paul closed, and former students were dispersed, usually to majority-White Schools.

During a 9-year follow-up, 148 former McKinley students showed the same reasonably good school adjustment as a comparison group of 156 "control" students formerly enrolled in a school that remained segregated: 90% overall attendance, similar transfer rates, average g.p.a.'s, somewhat below average test scores and class ranks. In fall, 1975, 4 of 5 school-age students were still enrolled in St. Paul; two-thirds of the older students had graduated from St. Paul highs.

Rapid integration thus had little effect on school persistence or performance.

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Report Summary

What Happened to the Kids After Their Segregated School Closed? A Nine-Year, Control-Group Follow-up of Elementary Students

Paul S. Higgins

This study follows the educational careers of 148 students who were 1st, 3rd, or 5th graders at the de facto segregated (over two-thirds Black) McKinley School during 1966-67, its last year of operation. In September, 1967, these students were dispersed throughout St.Paul, usually to majority White Schools, in an example of almost overnight integration.

A group of 156 students attending the 1st, 3rd or 5th grades at Maxfield School in 1966-67 were also followed up. Since Maxfield remained a de facto segregated (over two-thirds Black) school until 1974, the Maxfield students in this study constitute a control group of relatively more segregated students to compare with the less segregated students of the McKinley group.

The duration of the follow-up was the 9-year period from the 1966-67 school year through 1974-75.

This study provided answers to several questions, including:

1. How did the school persistence (enrollment and attendance) of McKinley and Maxfield students compare?

The McKinley and Maxfield students were very similar in their mean number of years enrolled in St. Paul schools from 1966-67 to 1974-75--former 1st and 3rd graders, on the average, were enrolled for 8 years; former 5th graders, for 7 years. Likewise, the average overall attendance of both McKinley and Maxfield students while enrolled in St. Paul schools was nearly identical--about 90%. Finally, during the 9-year follow-up period, McKinley students were no more likely than Maxfield students to transfer or leave school during the year.

While McKinley students did, more than Maxfield students, attend elementary schools outside their own neighborhoods, both McKinley and Maxfield students usually attended the same central-city secondary schools.

As of fall, 1975, about four-fifths of the former McKinley 1st and 3rd graders and about three fourths of the former Maxfield 1st and 3rd graders were still enrolled in a St. Paul public or non-public school. Two-thirds of each school's 5th grade group had already graduated from a St. Paul public high school.

2. How did the school performance (grades and achievement test scores) of McKinley and Maxfield students compare?

In their 9th and 11th grade, grade-point-averages (between C and C+, on the average); in their 11th and 12th grade rank in class (somewhat below the middle rank, on the average); and in their reading and math test scores (in general, somewhat below average, compared to national norm groups)--the McKinley and Maxfield students were highly similar in their school performance.

Other Findings. A variety of other data analyses are documented in the report. For example, a tabulation of the number of students enrolling in non-traditional, alternative, or other special St. Paul school programs (including St. Paul correctional institutions) revealed no difference between the McKinley and Maxfield groups.

Separate analyses by race and by sex were not conducted. Correlations between either Black vs. White, or male vs. female, and the major follow-up variables (enrollment, attendance, grades, achievement test scores) were nearly always unimportant, accounting for less then 10% of the variance.

In summary, the study provides little evidence that the McKinley students made either a better or a poorer school adjustment than the Maxfield students. While not generally displaying academic excellence, both McKinley and Maxfield students made the same reasonably good school adjustment during the 9-year follow-up period. In reading and math test scores both groups maintained their relative positions among national norm groups of their same-age peers.

Some implications of these results for school integration decisions are discussed.

The author also offers several suggestions both for extending the present follow-up study and for improving the data base for future longitudinal studies.

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What Happened to the Kids After Their Segregated School Closed?

A Nine-Year, Control-Group Follow-up of Elementary Students

Paul S. Higgins
Minneapolis, Minnesota

At the end of the 1966-67 school year, the de facto segregated McKinley Elementary School in St. Paul, with a predominantly Black enrollment of about 320, closed its doors permanently. In September, 1967, students living in the area formerly served by McKinley were dispersed to other schools throughout the city. In June, 1973, some of the last graduates of the old McKinley School graduated from St. Paul High Schools.

Seven blocks from McKinley, and separated from it by a freeway, stands Maxfield Elementary School. In 1966-67, both McKinley and Maxfield were similar in the racial and socioeconomic composition of their student bodies. In 1966-67, McKinley and Maxfield, ranked third and fourth from the top, respectively, among schools with the highest proportion of low-income children.

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[1]This study was funded under a contract granted by the St. Paul Board of Education and administered by the Department of Urban Affairs and the Instructional Research and Evaluation Department.

The Author gratefully acknowledges the help of many staff members of the St. Paul Schools, including: From the Department of Urban Affairs, Katrina Green, Yvonne Smith (who helped the author with the hard work of student record searching), and Frances Masson. From the Instructional Research and Evaluation Department, Emil Berger and Vella Williams. From the Student Accounting Department, Tom King, Irene Allen, Doris Eckstrom, and others. From the Data Processing Department, Dick Dvorak and Jules Goldstein. Special thanks also go to counselors and staff in the schools, such as Gayle Oie at Central High, who were most cooperative.

Maxfield differed from McKinley, however, in that Maxfield continued as a de facto segregated school until fall, 1974, at which time it was paired with Galtier Elementary School as part of St. Paul's desegregation plan.

Although McKinley was closed and eventually razed, the St. Paul Public Schools have maintained data on the socioeconomic characteristics of students living in the old McKinley attendance area. From 1966-67 to 1973-74, McKinley and Maxfield have consistently ranked as among the poorest attendance areas in the city. In 1973-74, as in 1966-67, McKinley had the third highest percent of low-income children among all St. Paul elementary school attendance areas, and Maxfield had the fourth highest.[2]

The present study follows the educational careers of students who were 1st, 3rd, or 5th graders at McKinley or Maxfield during 1966-67. This follow-up study compares the school performance (achievement test scores and grades) and school persistence (enrollment and attendance) of corresponding age groups in the Mckinley and Maxfield sample.

The duration of the follow-up is the nine year period from the 1966-67 school year to 1974-75.

The Maxfield students in this study constitute a control group. We compare the educational development of McKinley students, who went from majority Black to (usually) majority White schools in one year, with the educational development of Maxfield students, who in this study usually remained in their majority Black de facto segregated school for one or more years after 1966-67.

The Purpose of This Study

This study attempts to provide,within the limitations of its $2500 total budget, some information on the consequences for a predominantly Black group of elementary school students of rapid, almost overnight, desegregation. This desegregation was of a specific type for most of the McKinley students; namely,

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[2] St. Paul Public Schools Title I Office. Personal Communication, April 1975.

dispersion to majority White elementary schools via busing.

The availability of a nearby natural comparison group--the Maxfield students--allows us to estimate the educational development McKinley students would have shown from 1966-67 to 1974-75 had their school never closed.

To the extent that it can document the effects of a particular type of desegregation, this study may be useful to those who plan desegregation programs.

Because of its budget limitations, this study presents only (a) the major descriptive statistics, and (b) a brief narrative, to document the results of this follow-up of students. I hope, however, that the tables are complete and detailed enough so that others with questions not answered in this report can conduct their own data explorations.

This report provides data and brief answers relevant to the following questions:

1. How were students selcted for this study and what are some of their characteristics?

2. How did the school persistence (enrollment and attendance) of McKinley and Maxfield students compare?

3. How did the school performance (grades and achievement test scores) of McKinley and Maxfield students compare?

4. Was there any difference in the proportion of McKinley vs. Maxfield students attending non-traditional, alternative, or other special St. Paul School programs?

The tables in this report provide McKinley vs. Maxfield comparisons for subgroups representing each 1966-67 grade level: 1st, 3rd, and 5th. The tables do not include separate data analyses either by race or by sex. Correlations between either Black vs. White or Male vs. Female, and the major follow-up variables(enrollment, attendance, grades, achievement test scores) were nearly always unimportant, the counting for less than 10% of the variance. (In order to account for at least 10% of the variance in either of two variables being related, a Pearson _r must be at least .32, ignoring sign).

Only one race-related correlation accounted for about 10% of the variance in more than one grade-level sample: this was the correlation between race and number of years enrolled in St. Paul public and nonpublic schools. In general, the Black students in this study persisted somewhat longer in St. Paul schools than the White students. For 99 former 1st graders at McKinley and Maxfield, the correlation between being Black and years enrolled in St. Paul schools was .27; for 65 former 3rd graders, this correlation was .42.

How Were Students Selected for This Study and What Are Some of Their Characteristics?

Students followed-up in this study were all 1st, 3rd, or 5th graders at McKinley or Maxfield in 1966-67. The follow-up samples generally consisted of all students in the three grades at the two schools who took reading and, if given, math achievement tests as part of the 1966-67 St. Paul Public Schools testing program.

The McKinley and Maxfield 1st grade samples therefore consisted of all such students appearing on the lists of those taking the Metropolitan Achievement Tests, Primary I Battery, Form A (1958) in spring, 1967. Table 1 shows that there were 55 McKinley and 73 Maxfield 1st graders on these tests lists who became subjects for this study.

As shown in Table 1, the 3rd grade samples consisted of all 45 such McKinley students and 44 such Maxfield students who took the Metropolitan Achievement Test, Elementary Reading Test, Form A (1959). As described in the footnote to Table 1, a stratified random sampling procedure was used to select 44 students from the total group of 67 Maxfield 3rd graders on the test list.

The 5th grade samples consisted of all 48 students at McKinley and 39 students at Maxfield who took the Iowa Tests of Basic Skills, Form 2 (Lindquist & Hieronymus, 1964).

In addition to the 304 students followed-up in this study, there were an additional 7 students who appeared on the 1966-67 tests lists described above, but who could not be identified as ever having been McKinley or Maxfield students. Of these "lost" students, 1 had been listed with the McKinley 1st graders, 4 with the Maxfield 3rd graders, 1 with the McKinley 3rd graders, and 1 with the McKinley 5th graders. These 7 students were the only ones whose educational careers in the St. Paul Schools could not be followed in the records maintained by the Student Accounting Department.

Sources of information for the follow-up. Budget limitations required that the follow-up of students be limited to their educational careers in St. Paul public and nonpublic schools. Most of the data required for follow-up of students in St.

Paul public schools was contained on each student's Form 40 Permanent Academic Record. For every student enrolled in a St. Paul public school, a Form 40 is kept and maintained at the school. When a student withdraws or graduates from the St. Paul Public Schools, the Form 40 is returned to the Student Accounting Department, which holds overall responsibility for the maintenance of permanent student records.

Data for this study were transferred from the Form 40 to a "Confidential Student Data Sheet for McKinley Follow-up Study." A blank "Confidential Data Sheet" is attached to this report as an appendix.

Student Characteristics. Table 1 shows selected characteristics of students in the follow-up samples; namely, race, sex, age as of 6/30/75, and current (9/75) status in St. Paul public and nonpublic schools.

According to the racial data available only for 1st and 3rd grade follow-up samples, the McKinley and Maxfield groups were very similar in their racial composition. Between 60% and 70% of the students in each subgroup were Black, less than 15% were White, and between 20% and 30% were of unknown racial origin.

As of 9/75, a somewhat higher proportion of the McKinley 1st grade follow-up sample then the corresponding Maxfield sample was still enrolled in a St. Paul school (84% vs. 75%). Likewise among the 3rd grade follow-up samples, a slightly higher proportion of McKinley than Maxfield students was still enrolled in St. Paul (80% vs. 73%).

TABLE 1

Selected Characteristics of Students in the Follow-up Samples,
Who Were 1st, 3rd, or 5th Graders
at McKinley and Maxfield During 1966-67

STUDENT SAMPLES			STUDENT CHARACTERISTIC									
			RACE [a]				SEX		Age as of 6/30/75		Current (9/75) status in St. Paul Public and nonpublic Schools	
Grade Level During 1966-67	School During 1966-67	N in Sample	BLACK %	WHITE %	OTHER [b] %	UNKNOWN %	MALE %	FEMALE %	$\bar{x}$ [c]	σ [d]	Enrolled %	% of sample at each school
1	MCKINLEY	55	67%	13%	2%	18%	46%	55%	15.2	0.5	84%	24% - Mechanic Arts SHS 22% - Central HS 9% - Washington HS 7% - Highland HS 9 other schools had 3 or fewer students
	MAXFIELD	73	73	3	0	25	59	41	15.2	0.4	75	36% - Central HS 10% - Highland SHS 13 other schools had 3 or fewer students
3	MCKINLEY	45	67	9	2	22	69	31	17.3	0.5	80	38% - Central HS 20% - Mechanic Arts SHS 4% - Highland SHS 4% - Murray SHS 6 other schools had 1 student
	MAXFIELD	44	61	9	0	30	55	46	17.2	0.5	73	48% - Central HS 5% - Mechanic Arts SHS 9 other schools had 1 student
5	MCKINLEY	48	-	-	-	-	50	50	19.4	0.6	0%	-
	MAXFIELD	39	-	-	-	-	51	49	19.4	0.6	0%	-

NOTE.--The follow-up samples generally consist of all students in the 3 grades at McKinley and Maxfield who participated in the 1966-67 St. Paul Public School testing program. The 1966-67 Grade 3 at Maxfield had 67 students. To obtain the present follow-up sample of 44 Maxfield 1966-67 grade 3 students, a random sample was drawn that preserved the original proportion of boys and girls in each of the Maxfield grade 3 classes.

[a]Information on race was obtained through the cooperation of the St. Paul Public Schools. This information was available only for currently enrolled students; e.g., race information is unavailable for students who were 5th graders in 1966-67, since none of these students are now enrolled in a St. Paul Public or nonpublic school.

[b]The only "other" minority known to be represented in the McKinley and Maxfield samples was Hispanic American (approximates the previously used category, "Spanish-Surnamed American").

[c,d]$\bar{x}$ and σ are the mean (average) and standard deviation, respectively, of student age. These symbols will also be used in subsequent tables. For a normally distributed variable, the range from 1σ below the mean, to 1σ above the mean, includes about two-thirds of the cases.

How Did the School Persistence (Enrollment and Attendance) of McKinley and Maxfield Students Compare?

Tables 2, 3, and 4 show enrollment and attendance in St. Paul Schools during the 9 year follow-up period among students who were 1st, 3rd, and 5th graders, respectively, at McKinley and Maxfield in 1966-67.

Table 5 shows summary indices of attendance and enrollment in St. Paul schools, for each of the six follow-up samples over the 9 year follow-up period, 1966-67-1974-75.

According to Table 5, the mean (average) overall percent attendance while enrolled in St. Paul Public Schools was nearly identical for all groups regardless of school or initial grade level-- about 90%.

The mean number of years enrolled in all St. Paul schools or school programs was also very similar for both McKinley and Maxfield students--slightly over 8 years for students who were initially 1st and 3rd graders; about 7 years for students initially 5th graders. (Nearly all of the 5th grade sample had graduated or left school before the 1974-75 school year.)

Table 5 also confirms the assumption that McKinley students, in general, did in fact spend more time then Maxfield students in schools outside the McKinley-Maxfield neighborhoods.

One somewhat unexpected finding, taking Tables 2-5 together, is that while (a) McKinley students on the average spent from a year to two years more than Maxfield students in elementary schools outside the McKinley-Maxfield neighborhood (e.g.,Chelsea Heights, Como Park, Frost Lake, Linwood Park, St. Anthony Park); nevertheless, (b) only the 5th grade McKinley follow-up group spent more time than the corresponding Maxfield group in secondary schools outside the McKinley-Maxfield neighborhood (e.g., Battle Creek, Como, Harding, Highland, Humboldt , Murray, Washington).

In short, the desegregation of McKinley students successfully dispersed them to elementary schools outside their Black majority neighborhoods. When they reached

TABLE 2

Follow-up of 1st Graders at McKinley and Maxfield During 1966-67:
Enrollment and Attendance in St. Paul Schools

School Year	Expected grade level	McKINLEY STUDENTS									MAXFIELD STUDENTS								
		ENROLLMENT DATA			ATTENDANCE DATA						ENROLLMENT DATA			ATTENDANCE DATA					
		# - with enrollment data	First school entered during school year	% transferring or leaving during year[a]	# - with attendance data	Days Present		Days Absent		% Attendance[b]		# - with enrollment data	First school entered during school year	% transferring or leaving during year[a]	# - with attendance data	Days Present		Days Absent		% Attendance[b]	
						X	σ	X	σ	X	σ					X	σ	X	σ	X	σ
1966-67	1	55	McKinley (55)	1	54	146	36	17	12	895	75	73	Maxfield (73)	1	71	161	18	16	12	913	75
1967-68	2	54	Chelsea Heights (6) Como Park (8) Frost Lake (7) Linwood Park (5) St. Anthony Pk. (11) 13 St. Paul Schools with 3 or less Out of City (1)	9	52	156	26	13	11	92	6	73	Maxfield (57) Hancock (5) 8 St. Paul schools with 3 or less	9	70	168	13	9	9	95	5
1968-69	3	54	Chelsea Heights (5) Como Park (7) Linwood Park (5) St. Anthony Pk. (9) Webster (6) 12 St. Paul Schools with 3 or less Out of City (1)	4	52	159	21	15	11	91	7	69	Maxfield (43) Hancock (4) 13 St. Paul schools with 3 or less Out of City (1)	8	67	160	20	13	12	92	7
1969-70	4	54	Chelsea Hts. (4) Como Pk. (6) Hill (6) St. Anthony Pk. (9) Webster (4) 14 St. Paul Schools with 3 or less Out of City (2)	6	51	160	18	14	11	92	7	68	Maxfield (28) Hill (11) Webster (6) 14 St. Paul schools with 3 or less Out of City (1)	9	64	160	25	12	11	93	6
1970-71	5	53	Como Pk. (7) Hill (5) St. Anthony Pk. (8) Webster (5) 13 St. Paul Schools with 3 or less Out of City (1)	4	50	150	21	14	12	92	7	65	Maxfield (23) Hill (13) Webster (7) 15 St. Paul schools with 3 or less Out of City (1)	9	63	163	20	11	8	94	5
1971-72	6	51	Como Pk. (7) Hill (6) St. Anthony Pk. (7) Webster (5) 15 St. Paul Schools with 3 or less Out of City (2)	5	44	157	22	16	13	91	7	66	Maxfield (22) Hill (13) Linwood Park (5) 17 St. Paul schools with 3 or less Out of City (1)	6	62	157	24	11	9	92	10
1972-73	7	50	Como JHS (4) Mechanic Arts JHS (17) Marshall JHS (8) Murray JHS (4) Ramsey JHS (4) Wilson JHS (4) 5 St. Paul Schools with 3 or less Out of City (2)	5	41	157	20	19	20	90	12	63	Como JHS (6) Marshall JHS (11) Mechanic Arts JHS (3) Ramsey (9) Wilson (12) 14 St. Paul schools with 3 or less	5	57	155	25	17	17	90	11
1973-74	8	48	Como JHS (7) Mechanic Arts JHS (17) Murray JHS (4) Ramsey JHS (8) Wilson JHS (7) 5 St. Paul Schools with 3 or less	3	40	152	20	20	19	86	11	63	Battle Creek JHS (5) Como JHS (10) Mechanic Arts JHS (4) Ramsey JHS (16) Wilson JHS (16) 9 St. Paul schools with 3 or less Out of City (1)	10	44	148	35	19	17	87	14
1974-75	9	49	Como JHS (7) Mechanic Arts JHS (13) Murray JHS (4) Ramsey JHS (6) Wilson JHS (7) 10 St. Paul schools with 3 or less Out of City (2)	10	45	141	36	25	20	85	12	58	Battle Creek JHS (5) Central HS (4) Como JHS (6) Mechanic Arts JHS (4) Ramsey JHS (12) Wilson JHS (13) 9 St. Paul Schools with 3 or less Out of City (2)	10	54	149	34	21	20	88	12

NOTES: Information for this table was usually gathered from each student's permanent information form (Form 49). For 1975-76 enrollment see Table 1. The Form 40 includes for each student data on (a) enrollment in public and nonpublic St. Paul Schools and (b) attendance only when student is enrolled in a St. Paul Public School.

[a] Includes transfers within and outside St. Paul; withdrawals; and deaths (1 McKinley student, 1 Maxfield student)

[b] The table statistics are means and sids of the available attendance %'s for each student, each year. For each student, % attendance was equivalent to the ratio of known days present to known enrollment (days present plus days absent) for a given year.

TABLE 3

Follow-up of 3rd Graders at McKinley and Maxfield During 1966-67:
Enrollment and Attendance in St. Paul Schools

School Year	Expected grade level	McKINLEY STUDENTS: Enrollment data: N-with enrollment data	First school entered during school year	N-transferring or leaving during year a	Attendance data: N - with attendance data	Days Present: X	Days Present: sx	Days Absent: X	Days Absent: sx	% Attendance b: X	% Attendance b: sx	MAXFIELD STUDENTS: Enrollment data: N-with enrollment data	First school entered during school year	N-transferring or leaving during year a	Attendance data: N- with attendance data	Days Present: X	Days Present: sx	Days Absent: X	Days Absent: sx	% Attendance: X	% Attendance: sx
1966-67	3	45	McKinley (45)	2	45	151	16	16	14	913	75	44	Maxfield (44)	3	44	159	27	13	9	935	55
1967-68	4	45	Chelsea Heights (4) Como Pk. Elem. (9) Frost Lake (7) Linwood Park (5) 12 St. Paul Schools with 3 or less	4	43	164	10	13	8	93	5	44	Maxfield (31) Hancock (5) Hill (4) 3 St. Paul Schools with 3 or less	4	44	166	12	12	11	94	6
1968-69	5	45	Como Park Elem (8) Frost Lake (7) Galtier (5) Linwood Park (5) 11 St. Paul Schools with 3 or less Out of City (2)	7	42	157	19	17	13	90	7	44	Maxfield (22) Hancock (4) 8 St. Paul Schools with 3 or less Out of City (2)	3	42	160	21	15	12	92	7
1969-70	6	45	Como Park Elem.(7) Frost Lake (6) St. Anthony Pk. (4) Webster (5) 15 St. Paul Schools with 3 or less Out of City (1)	1	39	160	13	17	13	90	7	41	Maxfield (20) Hill (4) 10 St. Paul Schools with 3 or less	4	40	162	14	14	12	92	7
1970-71	7	44	Marshall JHS (18) Mechanic Arts JHS (13) 9 St. Paul Schools with 3 or less Out of City (1)	2	40	157	16	19	14	89	8	41	Como JHS (5) Marshall JHS (13) Ramsey (5) Wilson (9) 4 St. Paul Schools with 3 or less Out of City (1)	3	39	155	24	19	15	89	9
1971-72	8	43	Marshall JHS (18) Mechanic Arts JHS (12) Wilson (4) 5 St. Paul Schools with 3 or less Out of City (1)	1	39	139	22	21	13	87	8	41	Como JHS (4) Marshall JHS (9) Ramsey (6) Wilson (11) 5 St. Paul Schools with 3 or less Out of City (1)	4	37	141	36	18	16	89	9
1972-73	9	41	Central HS (4) Marshall JHS (10) Mechanic Arts JHS (11) 9 St. Paul Schools with 3 or less Out of City (1)	3	39	150	23	24	18	86	10	40	Como JHS (4) Marshall JHS (7) Ramsey (5) Wilson (10) 7 St. Paul Schools with 3 or less Out of City (1)	5	36	152	23	22	21	88	12
1973-74	10	41	Central HS (18) Mechanic Arts SHS (13) 9 St. Paul Schools with 3 or less	7	37	146	25	24	17	85	11	39	Central HS (28) 7 St. Paul Schools with 3 or less Out of City (2)	6	32	146	33	18	13	88	10
1974-75	11	41	Central HS (18) Mechanic Arts SHS (11) 8 St. Paul Schools with 3 or less	8	37	143	30	28	24	83	14	37	Central HS (23) 10 St. Paul Schools with 3 or less Out of City (1)	6	33	127	46	29	23	80	17

Notes: — See Notes for Table 2.

a See Footnote a to Table 2.

b See Footnote b to Table 2.

TABLE 4

Follow-up of 5th Graders at McKinley and Maxfield During 1966-67:
Enrollment and Attendance in St. Paul Schools

School Year	Expected grade level	McKINLEY STUDENTS: N-with enrollment data	First school entered during school year	N-transferring or leaving during year [a]	N-with attendance data	Days Present (X / SD)	Days Absent (X / SD)	% Attendance [b] (X / SD)	MAXFIELD STUDENTS: N-with enrollment data	First school entered during school year	N-transferring or leaving during year [a]	N-with attendance data	Days Present (X / SD)	Days Absent (X / SD)	% Attendance [b] (X / SD)
1966-67	5	48	McKinley (48)	9	46	160 / 21	16 / 14	91 / 8%	39	Maxfield (39)	3	39	165 / 11	13 / 11	93 / 6%
1967-68	6	48	Chelsea Hts. (8) Como Pk. Elem. (13) Franklin (6) Frost Lake (11) 9 St. Paul Schools with 3 or less	5	44	159 / 31	13 / 11	92 / 7	39	Maxfield (29) 8 St. Paul Schools with 3 or less	1	39	168 / 13	8 / 8	95 / 4
1968-69	7	47	Como JHS (9) Marshall JHS (10) Mechanic Arts JHS (19) 4 St. Paul Schools with 3 or less Out of City (4)	3	42	155 / 32	14 / 12	91 / 9	38	Marshall JHS (26) Wilson JHS (11) 4 St. Paul Schools with 3 or less	2	36	158 / 18	18 / 18	90 / 10
1969-70	8	43	Como JHS (6) Marshall JHS (9) Mechanic Arts JHS (20) 8 St. Paul Schools with 3 or less	2	40	158 / 15	19 / 13	89 / 9	38	Marshall JHS (19) Mechanic Arts JHS (5) Wilson JHS (9) 3 St. Paul Schools with 3 or less	5	32	157 / 19	17 / 11	90 / 7
1970-71	9	43	Como JHS (3) Marshall JHS (11) Mechanic Arts JHS (19) 8 St. Paul Schools with 3 or less	3	41	155 / 19	20 / 14	89 / 8	36	Central HS (6) Marshall JHS (15) Wilson JHS (8) 5 St. Paul Schools with 3 or less	2	35	151 / 26	23 / 20	87 / 11
1971-72	10	42	Central HS (13) Mechanic Arts SHS (21) Washington HS (4) 3 St. Paul Schools with 3 or less Out of City (1)	6	39	149 / 27	21 / 19	87 / 12	34	Central HS (26) Mechanic Arts SHS (6) 2 St. Paul Schools with 3 or less	6	30	150 / 27	24 / 22	86 / 14
1972-73	11	39	Central HS (13) Mechanic Arts SHS (17) Washington HS (4) 3 St. Paul Schools with 3 or less	6	38	143 / 30	26 / 20	84 / 12	29	Central HS (23) Mechanic Arts SHS (4) 2 St. Paul Schools with 3 or less	9	26	135 / 36	31 / 21	80 / 15
1973-74	12	32	Central HS (9) Mechanic Arts SHS (16) Washington HS (4) 3 St. Paul Schools with 3 or less	4	27	140 / 38	22 / 18	85 / 16	23	Central HS (18) 4 St. Paul Schools with 3 or less	4	20	122 / 50	25 / 20	77 / 23
1974-75	-	2	Mechanic Arts SHS (2)	1	2	-c / -c	-c / -c	-c / -c	0	-	-	0	- / -	- / -	- / -

NOTES:-- See Notes for Table 2.
[a]See Footnote a to Table 2.
[b]See Footnote b to Table 2.
[c]Descriptive statistics based on N=2 were judged too unstable to report.

TABLE 5

Summary Indices of Attendance and Enrollment in St. Paul Schools, During the 9-Year Follow-up Period, 1966-67 Through 1974-75, for Students Attending McKinley and Maxfield Elementary Schools During 1966-67

Attendance or enrollment variable	STUDENTS' GRADE LEVEL DURING 1966-67					
	5		3		1	
	MCKINLEY (N=48)	MAXFIELD (N=39)	MCKINLEY (N=45)	MAXFIELD (N=44)	MCKINLEY (N=55)	MAXFIELD (N=73)
	X̄ σ	X̄ σ	X̄ σ	X̄ σ	X̄ σ	X̄ σ
INDICES OF ATTENDANCE[a] AVAILABLE ONLY WHILE STUDENTS ATTENDED ST. PAUL PUBLIC SCHOOLS						
Average (mean) number of days present each year	149 26	154 15	152 13	153 17	154 15	158 15
Average number of days absent each year	19 11	19 11	20 10	17 10	17 11	14 9
Overall percent attendance while enrolled in St. Paul Public Schools	88% 8%	89%[d] 7%[d]	88%[c] 6%[e]	90% 6%	90% 6%	92% 5%
Average number of years on which above attendance indices are based	6.6 2.1	6.6 1.7	8.0 1.7	7.9 1.9	7.8 2.0	7.6 2.1
INDICES OF ENROLLMENT IN ST. PAUL PUBLIC AND NONPUBLIC SCHOOLS						
Number of years enrolled in a St. Paul public elementary school	2.0 0.3	1.9 0.2	3.8 0.6	3.9 0.5	5.5 1.3	5.5 1.2
Number of years enrolled in a St. Paul public secondary school	4.8 2.0	5.0 1.4	4.4 1.4	4.1 1.6	2.5 1.1	2.3 1.1
Number of years enrolled in a St. Paul nonpublic school	0.1 0.4	0.0 0.0	0.2 0.9	0.0 0.2	0.2 0.9	0.1 0.5
Number of years enrolled in a public or nonpublic alternative school; or other St. Paul program[b]	0.2 0.9	0.1 0.2	0.1 0.4	0.2 0.7	0.1 0.3	0.1 0.4
Total number of years enrolled in all St. Paul schools or school programs[c]	7.1 1.8	7.1 1.3	8.5 1.3	8.3 1.8	8.3 1.9	8.1 2.0
INDICES OF ENROLLMENT IN ST. PAUL PUBLIC SCHOOLS (including Maxfield) IN OR NEAR THE MCKINLEY-MAXFIELD NEIGHBORHOODS						
Number of years enrolled in nearby elementary schools; McKinley, Maxfield, Drew, Hill, Jackson, or Webster	1.0 0.2	1.8 0.4	1.4 0.7	3.1 1.2	2.0 1.6	> 4.5 1.9
Number of years enrolled in nearby secondary schools; Central, Marshall, Mechanic Arts, Monroe, Ramsey or Wilson	3.9 2.4	4.8 1.5	3.6 1.9	3.3 1.9	1.8 1.4	> 1.5 1.3
Total number of years enrolled in nearby public schools	4.9 2.5	6.6 1.6	5.0 2.0	6.3 2.6	3.9 2.3	5.8 2.5

NOTE: Entries in this table are based largely on each student's permanent information form (Form 40).

[a]Average number of days present was the total number of days present for the 9-year period, divided by the total number of years enrolled. Average number of days absent has a corresponding definition. Overall percent attendance was based on the ratio of total days present to total days enrolled (days present plus days absent) for the 9-year period.

[b]Includes public alternatives, like the St. Paul Open School and the 2 Career Study Centers; nonpublic alternatives like Brown House or the Arlington Houses; and other programs like Home Instruction or Evening High School.

[c]Includes all schools and programs in previous categories, plus 2 St. Paul correctional institutions, Boys Totem Town and Oak Grove.

[d]N=38

[e]N=44

secondary school age, however, former McKinley students tended to return to their own neighborhoods and to the same schools attended by former Maxfield students; namely, Central, Marshall, Mechanic Arts, Monroe, Ramsey, or Wilson.

Irregularities in enrollment and attendance. Table 6 contains a miscellany of statistics comparing the "irregularities" in enrollment and attendance of McKinley and Maxfield students. Few notable differences between the two schools emerge. For example, the proportion of students who transferred within or to outside St. Paul at least once during a school year was about the same, between 40% and 50%, for both McKinley and Maxfield subgroups.

A somewhat smaller proportion of McKinley than Maxfield students dropped out of a St. Paul school during a school year. Table 6, taken along with Table 1, suggests that McKinley students showed slightly greater persistence in school than their Maxfield counterparts. Table 5, however, shows that in total years enrolled in St. Paul schools, the McKinley and Maxfield subgroups were very close.

Table 7, along with Table 6, suggests that during a given year, as well as over the 9 year follow-up period, McKinley students were no more likely than Maxfield students to transfer or leave school during the year.

TABLE 6

Irregularities in Enrollment and Attendance in St. Paul Schools During the 9-Year Follow-up Period, 1966-67 Through 1974-75, for Students Attending McKinley and Maxfield Elementary Schools During 1966-67

Variable	STUDENTS' GRADE LEVEL DURING 1966-67					
	5		3		1	
	MCKINLEY (N=48)	MAXFIELD (N=39)	MCKINLEY (N=45)	MAXFIELD (N=44)	MCKINLEY (N=55)	MAXFIELD (N=73)
% of students attending only 1 St. Paul Elementary School	0%	51%	0%	39%	0%	22%
% of students attending only 1 St. Paul Junior High School	48%	54%	51%	50%	44%	45%
% of students attending only 1 St. Paul Senior High School	58%	49%	64%	57%	--c	--c
% of students spending 2 or more years at the same grade level	4%	0%	4%	0%	0%	1%
% of students who skipped at least 1 grade level due to age-grade placement	10%	15%	13%	9%	9%	12%
% of students who transferred within or to outside St. Paul at least once during a school year	46%	39%	42%	43%	40%	49%
% of students who dropped out of a St. Paul school during a school year[a]	17%	26%	7%	14%	2%	3%
% of students sent to a St. Paul, State, or private correctional institution at least once[b]	6%	8%	7%	9%	2%	4%
% of students spending at least 1 year in a Special Education Class	6%	0%	7%	5%	16%	8%

[a]Includes students who dropped out because of school problems, students committed to correctional institutions, and students who left for unknown reasons.

[b]Includes students committed to Boys Totem Town, Oak Grove, State institutions (Minnesota Reception and Diagnostic Center, Red Wing, etc.), and private correctional institutions (e.g., Sheriff's Boys Ranch, Onamia).

[c]During 1974-75 these students were predominatly 9th graders; very few were enrolled in high school.

TABLE 7

Transfers or Withdrawals from St. Paul Schools During a School Year for the 9-Year Follow-up Period, 1966-67 Through 1974-75, for Students Attending McKinley and Maxfield Elementary Schools During 1966-67

SCHOOL YEAR	STUDENTS' GRADE LEVEL DURING 1966-67: 5 — McKINLEY (N=48)		5 — MAXFIELD (N=39)		3 — McKINLEY (N=45)		3 — MAXFIELD (N=44)		1 — McKINLEY (N=55)		1 — MAXFIELD (N=71)	
	N transferring or leaving during year	Type of transfer or withdrawal	N transferring or leaving during year	Type of transfer or withdrawal	N transferring or leaving during year	Type of transfer or withdrawal	N transferring or leaving during year	Type of transfer or withdrawal	N transferring or leaving during year	Type of transfer or withdrawal	N transferring or leaving during year	Type of transfer or withdrawal
1966-67	9	within St.P. (8) Out of St.P. (1)	3	within St.P. (3)	2	within St.P. (2)	3	within St.P. (3)	1	Death (1)	1	within St.P. (1)
1967-68	5	within St.P. (2) out of St.P. (3)	1	out of St.P. (1)	4	within St.P. (4)	4	within St.P. (4)	9	within St.P. (8) out of St.P. (1) data missing (1)	9	within St.P. (3) out of St. P. (4) death (1) reasons not known (1)
1968-69	3	within St.P. (1) out of St.P. (2) data missing (4)	2	within St.P. (2) data missing (1)	7	within St.P. (7)	3	within St.P. (2) out of St.P. (1) data missing (2)	4	within St.P. (3) out of St.P. (1) data missing (2)	8	within St.P. (7) out of St.P. (1) data missing (5)
1969-70	2	within St.P. (1) out of St.P. (1) data missing (6)	5	within St.P. (3) out of St.P. (2) data missing (1)	1	out of St.P. (1) data missing (1)	4	within St.P. (4) data missing (3)	6	within St.P. (5) out of St.P. (1) data missing (2)	5	within St.P. (2) out of St.P. (3) data missing (6)
1970-71	3	within St.P. (1) out of St.P. (2) data missing (6)	2	within St.P. (2) data missing (3)	2	within St.P. (2) data missing (2)	3	within St.P. (3) data missing (3)	4	within St.P. (3) out of St.P. (1) data missing (4)	5	within St.P. (5) data missing (8)
1971-72	6	within St.P. (3) out of St.P. (2) drop out school probs (1) data missing (7)	6	within St.P. (2) out of St.P. (1) drop out school probs (2) Gone Eaten Down (1) data missing (4)	1	within St.P. (1) data missing (3)	4	within St.P. (4) data missing (4)	5	within St.P. (5) data missing (6)	6	within St.P. (2) out of St.P. (4) data missing (8)
1972-73	6	within St.P. (2) out of St.P. (1) drop out school probs (3) data missing (9)	9	within St.P. (4) out of St.P. (2) drop out school probs (2) reasons not known (1) data missing (8)	3	within St.P. (3) data missing (4)	5	within St.P. (2) out of St.P. (2) drop out school probs. (1) data missing (4)	5	within St.P. (2) out of St.P. (3) data missing (7)	5	within St.P. (4) out of St.P. (1) data missing (10)
1973-74	4	Out of St.P. (1) drop out school probs (3) data missing (16)	4	drop out school probs (4) data missing (16)	7	within St.P. (5) out of St.P. (1) reasons not known (1) data missing (4)	6	within St.P. (4) out of St.P. (1) drop out school probs. (1) data missing (6)	3	within St.P. (3) data missing (6)	10	within St.P. (5) out of St.P. (5) data missing (11)
1974-75	1	drop out school probs (1) data missing (46)	0	——	4	within St.P. (2) reasons not known (2) data missing (4)	6	within St.P. (2) drop out school probs. (3) reasons not known (1) data missing (7)	10	within St.P. (8) out of St.P. (1) correctional commitment to Brown House (1) data missing (8)	10	within St.P. (7) out of St.P. (2) correctional commitment to state institution (1) data missing (14)

NOTE: Under the table headings "Type of transfer or withdrawal," the category "Data missing" refers to students for whom, during a given school year, enrollment data were unavailable. Common reasons for unavailability of enrollment data included (a) the student's previous transfer to a school outside St. Paul, and (b) the student's previous dropout from school, and (c) the student's graduation.

How Did the School Performance (Grades and Achievement Test Scores) of McKinley and Maxfield Students Compare?

Table 8 shows the academic standing in grades 9-12 of the former McKinley and Maxfield students. Variables included in Table 8 are grade-point-averages (g.p.a.'s), graduation credits, rank in class, and graduation information.

The academic standing of McKinley and Maxfield subgroups was, in nearly all respects, very similar. The 9th grade g.p.a.'s of corresponding McKinley and Maxfield subgroups were extremely close, averaging about C or C+.

Data on high school academic standing were generally available only for students who were 3rd or 5th graders in 1966-67. The 11th grade g.p.a.'s of the McKinley and Maxfield students again averaged a nearly identical C to C+. Graduation credits earned in grades 10, 11, and 12 averaged 4 to 5 for each subgroup. The author has noted on Table 8, however, that information on graduation credits, as recorded on the Form 40, may not be reliable.

For 3rd and 5th grade subgroups, each student's 11th and 12th grade rank in class was converted first to a percentile and then to a stanine, with higher numbers representing higher academic standing, as noted on Table 8. (a stanine is a standard score with a mean of 5 and a standard deviation of 2. Stanines can range from 1 to 9.)

For both McKinley and Maxfield subgroups, the mean 11th grade rank in class was about 4, which corresponds to the interval represented by the 23rd to the 39th percentile. Likewise for the 5th grade subgroups in the two schools, the mean rank in class was 4.

Nearly all members of the 5th grade subgroups had left school as of June, 1974, which was also the expected graduation date for these subgroups.

About two-thirds of each 5th grade subgroup, both McKinley and Maxfield, graduated from a St. Paul public high school. Additional students from the original 5th grade samples may have graduated from nonpublic St. Paul schools or schools outside of St. Paul.

TABLE 8

Academic Standing in Grades 9-12 of Students Attending McKinley and Maxfield Elementary Schools During 1966-67: Grades, Graduation Credits, Rank in Class, and Graduation Information for Students Enrolled in St. Paul Public Secondary Schools

ACADEMIC STANDING VARIABLE	STUDENTS' GRADE LEVEL DURING 1966-67											
	9				3				1			
	McKINLEY (N=40 in original sample)			MAXFIELD (N=39 in original sample)			McKINLEY (N=45 in original sample)			MAXFIELD (N=44 in original sample)		
	$\bar{X}$	σ	n	$\bar{X}$	σ	n	$\bar{X}$	σ	n	$\bar{X}$	σ	n
GRADE POINT AVERAGE (g.p.a.)[a] IN ST. PAUL PUBLIC SECONDARY SCHOOL												
9th grade g.p.a.	2.0	0.6	41	2.0	0.7	36	2.3	0.6	37	2.4	0.7	35	2.0	0.8	44	1.9	0.8	33
11th grade g. p. a.	2.3	0.7	38	2.1	0.6	26	2.3	0.4	35	2.2	0.7	29	—c			—c		
GRADUATION CREDITS EARNED IN ST. PAUL HIGH SCHOOL												
10th grade credits	5.0	1.0	36	4.1	1.8	31	4.6	1.3	37	4.4	1.5	37	3.8	1.8	5	1.5	2.3	6
11th grade credits	3.9	1.8	39	4.2	1.4	26	4.1	1.5	36	4.2	1.6	39	—c			—c		
12th grade credits	4.5	1.3	30	4.8	2.2	28	3.8	2.1	6	—c								
STANINE RANK IN CLASS[b] IN ST. PAUL PUBLIC HIGH SCHOOL												
11th grade rank in class	3.7	1.4	13	4.1	1.2	18	3.9	1.3	30	4.5	1.8	25	—c			—c		
12th grade rank in class	4.0	1.8	27	3.9	1.3	20	2.5	1.7	4	—c								

Graduation	GRADUATION FROM A ST. PAUL PUBLIC HIGH SCHOOL								
	% of graduates	% of original sample	% of graduates	% of original sample	# of graduates	% of original sample	# of graduates	% of original sample	
	32	67%	24	62%	4	9%	3	7%	
Students' expected grade level during 1974-75	Should have graduated in June, 1974				11				9

NOTES: Entries in this table are based largely on each student's permanent information form (Form 40). For students still enrolled in 11th or 12th grades as of 1974-75, rank in class data were obtained from school authorities. Information on graduation credits was, in the investigator's opinion, not carefully recorded on the Form 40 in most schools. The investigator did not check the accuracy of credits or g.p.a. data on the Form 40.

[a] Grade-point-average for each student and for each year was the ratio of total grade points to total credits. To compute total grade points, each course's grade was weighted by the number of credits that course carried. Letter grades were converted to numerical grades as follows: A = 4.0, B = 3.0, P or S = 2.5, C = 2.0, D = 1.0, N or F or U = 0.0. (Incompletes not included in g.p.a.)

[b] Each student's rank in class was converted first to a percentile and then to a stanine, with higher numbers representing higher academic standings as follows:

Stanine	Percentile interval corresponding to stanine
9	96-99
8	89-95
7	77-88
6	60-76
5	40-59
4	23-39
3	11-22
2	4-10
1	3 and below

[c] Statistics not presented if based on 3 or fewer students.

Reading and mathematics achievement test scores. Table 9 shows the mean test scores of McKinley and Maxfield students both in 1966-67, and in specified subsequent years. The mean test scores for each subgroup and each test are expressed as national stanines (not grade scores).

The 1966-67 test scores generally showed the McKinley and Maxfield students, particularly the 5th graders, to be well matched in reading and math achievement. With the exception of McKinley 1st graders' math scores, the mean stanine for each test and each subgroup in 1966-67 was between 3 and 4; or by rough approximation, between the 15th and the 30th percentile.

Eight years later the 9th grade reading scores of both the former McKinley and the former Maxfield 1st graders had a mean stanine of 2.5, roughly equivalent to the 10th percentile among the national norm group used to standardize the test, the Iowa Test of Educational Development, Form X-5 (Lindquist & Feldt, 1970).

With few exceptions, however, the mean national stanine scores in reading and math for tests taken/in grades 6 and 9 are near or somewhat above the 3rd stanine. by the McKinley and Maxfield subgroups/

In summary, the McKinley and Maxfield students were reasonably comparable in reading and math achievement test scores in 1966-67. When tested again at grades 6 and 9 , neither McKinley nor Maxfield students seemed clearly favored in their test scores, and both McKinley and Maxfield students seem generally to have maintained their relative standing among national norm groups of same aged peers. To overemphasize the observed differences in test scores between subgroups and over time would probably be unwise, since (a) Table 9 shows that three different tests were used in 1966-67 to test the three grade levels and (b) the test used with grade 6 differs from that used with grade 9.

TABLE 9

Reading and Mathematics Achievement Test Scores of McKinley and Maxfield Students: Both 1966-67 Scores and Follow-up Scores

TEST ADMINISTERED AS PART OF ST. PAUL PUBLIC SCHOOL TESTING PROGRAM IN----	STUDENTS' GRADE LEVEL DURING 1966-67															
	1				3				5							
	Reading Test		Math Test		Reading Test		Math Test		Reading Test		Math Test					
	McKINLEY national stanine	MAXFIELD national stanine	McKINLEY national stanine	MAXFIELD national stanine	McKINLEY national stanine	MAXFIELD national stanine	McKINLEY national stanine	MAXFIELD national stanine	McKINLEY national stanine	MAXFIELD national stanine	McKINLEY national stanine	MAXFIELD national stanine				
	$\bar{X}$ σ N	$\bar{X}$ σ N	$\bar{X}$ σ N	$\bar{X}$ σ N	$\bar{X}$ σ N	$\bar{X}$ σ N	$\bar{X}$ σ N	$\bar{X}$ σ N	$\bar{X}$ σ N	$\bar{X}$ σ N	$\bar{X}$ σ N	$\bar{X}$ σ N				
1966-67	Metropolitan Achievement Tests, Primary I Battery, Form A (Spring, 1967)				Metro. Ach. Test, Elem. Reading, Form A (Spring, 1967)		NONE		Iowa Tests of Basic Skills, Form 2; Reading, and Arithmetic Total (Fall, 1967)							
	3.1 1.3 53	3.5 1.3 70	2.4 1.3 53	3.4 2.5 73	3.4 1.9 45	4.0 2.0 44	- - -	- - -	3.3 1.4 48	3.4 1.8 39	3.2 1.4 48	3.1 1.5 32				
Grade 6	Iowa Tests of Basic Skills, Form 4; (Fall, 1971)				Reading Comprehension Score, and Arithmetic total score (Fall, 1969)				(Fall, 1967)							
	3.0 1.4 40	2.7 1.4 55	2.8 1.0 40	2.6 1.1 55	2.8 1.4 37	3.3 1.6 39	2.7 1.2 37	2.8 1.3 39	2.9 1.3 45	3.2 1.6 37	2.6 1.1 45	2.2 1.2 37				
Grade 9	Iowa Tests of Educational Development Form X-5, (Fall, 1974)				Reading total (Vocabulary plus Comprehension) score, and Mathematics score (Fall, 1972)				(Fall, 1970)							
	2.5 1.5 30	2.5 1.3 43	3.7 1.4 28	3.3 1.1 40	2.9 1.7 35	3.9 1.3 32	3.8 1.2 31	4.5 1.3 32	3.7 1.3 32	3.8 1.7 26	4.2 1.5 33	4.6 1.3 26				

NOTES: A stanine is a standard score with a mean ($\bar{X}$) of 5 and a standard deviation (σ) of 2. The stanine scores presented in this table are based on the publisher's national norms for each test; that is each McKinley or Maxfield student's stanine indicates that student's relative standing among a national-norm distribution of stanine's with $\bar{X}$=5 and σ=2. Stanine scores can be converted to approximate percentiles as follows:

Stanine	Percentile interval corresponding to stanine
9	96-99
8	89-95
7	77-88
6	60-76
5	40-59
4	23-39
3	11-22
2	4-10
1	3 and below

After 1966-67 the dates given for the administration of each test are accurate only for those students (the great majority, as will be shown) who spent one year at each grade level.

The 6th and 9th grade achievement scores from the ITBS and ITED, respectively, were (a) the only reading and math scores consistently available for the follow-up samples and (b) the only such scores recorded on the permanent student information form (Form 40).

Was There Any Difference in the Proportion of McKinley vs. Maxfield Students Attending Non-Traditional, Alternative, or Other Special St. Paul School Programs?

Table 10 shows enrollment in non-traditional, alternative, or other special St. Paul school programs (including the St. Paul Correctional Institutions, Boys Totem Town and Oak Grove). The notes to Table 10 list the programs and schools that defined the category "non-traditional, alternative, or special."

During the nine-year follow-up period, 1966-67 to 1974-75, from 4% to 11% of each McKinley or Maxfield subgroup enrolled at some time in a non-traditional school. From 0% to 5% of each subgroup was sent to Boys Totem Town at some time during this period. No clear or reliable difference between the McKinley and Maxfield subgroups seems evident in the numbers of students who enrolled at these unusual schools.

TABLE 10

Enrollment in Non-Traditional, Alternative, or Other Special St. Paul School Programs (Including St.Paul Correctional Institutions) During the 9-Year Follow-up Period, 1966-67 Through 1974-75, for Students Attending McKinley and Maxfield Elementary Schools During 1966-67

	STUDENTS' GRADE LEVEL DURING 1966-67					
	1		2		3	
	MCKINLEY (N=48)	MAXFIELD (N=39)	MCKINLEY (N=45)	MAXFIELD (N=44)	MCKINLEY (N=55)	MAXFIELD (N=73)
Enrollment in non-traditional schools in parentheses, when non-traditional school was the first school entered during the school year						
1966-67	NONE	NONE	None, but 1 transfer to Home Instruction	NONE	NONE	NONE
1967-68	Arlington House I (1) Douglas (1)	NONE	NONE	NONE	Hammond (2)	Hammond (2)
1968-69	NONE	NONE	Child Devel. Ctr. or Diagnostic ctr. (1)	NONE	Douglas (2) Hammond (2)	Home Instruction (1) Hammond (1)
1969-70	Arlington House I (1) Career Study Ctr.I (1) 1 transfer to Boys Totem Town	Boys Totem Town (1) 1 transfer to Home Instruction 1 transfer to Boys Totem Town	NONE	Hammond (1)	Douglas (3) Hammond (3)	Hammond (1) 1 transfer to Boys Totem Town
1970-71	Arlington House I (1) Career Study Ctr.I (1) 1 transfer to Boys Totem Town	Boys Totem Town (1)	NONE	NONE	Douglas (4) Hammond (3)	Boys Totem Town (1) Arlington House I (1) 1 transfer to Home Instruction
1971-72	Boys Totem Town (1) Career Study Ctr.I (1) 1 transfer to Career Study Ctr. I	NONE 2 transfers to Boys Totem Town	NONE	Open School (1)	Behavioral Lrng. Ctr.(1 Hammond (1)	Arlington House I (1)
1972-73	Boys Totem Town (1) Career Study Ctr.I (1) 1 transfer to Home Instruction 1 transfer to Evening High School 1 transfer to Boys Totem Town	Home Instruction (1) 1 transfer to Home Instruction	NONE	Open School (2)	NONE	Arlington House I(1) 1 transfer to Boys Totem Town
1973-74	Boys Totem Town (1) Career Study Ctr.I (1) Evening H. S. (1) 1 transfer to Home Instruction	Career Study Ctr.I (1)	Open School (1) Career Study Ctr.I (1) 1 transfer to Street Academy	Open School (2) Evening H.S. (1)	Open School (1)	Boys Totem Town (1) Arlington House I (1) 1 transfer to Boys Totem Town
1974-75	NONE	NONE	Open School (1) Career Study Ctr.I (1) 1 transfer to Home Instruction 1 transfer to Evening High School	Open School (1) Career Study Ctr.II (1) Evening H. S. (1) 1 transfer to Home Instruction	Open School (1) 1 transfer to Home Instruction 1 transfer to Brown House	Home Instruction (1) 1 transfer to Home Instruction 2 transfers to Boys Totem Town
Approximate percent[a] of students who enrolled in a non-traditional school at some time during the 9 year period						
Totals	10%	5%	4%	11%	4%	6%
Percent of students sent to a St.Paul Correctional Institution at some time during the 9 year period						
Totals	4%	5%	0%	5%	0%	1%

NOTE: In preparing entries for this table, the following St. Paul School programs were included as non-traditional, alternative, or special: Home Instruction, Division of Vocational Rehabilitation, Arlington Houses I and II, Brown House, Friendship Hall, Behavioral Learning Center, Eisenmenger Learning Center, Hartzell, Ramsey Hospital Diagnostic Center, New Connection, Open School, Career Study Centers I and II, Child Development Center, Douglas, Hammond, Lindsay, Evening H. S., Technical Vocational Institute, Cerebral Palsy-Greater St. Paul,Commons House, Guadalupe Project, Red School House, Street Academy, Gillette, Bush Memorial.

The following St. Paul Correctional Institutions were included in this table: Boys Totem Town and Oak Grove (Home of the Good Shepherd, for girls). Some St. Paul students attended Correctional Institutions outside of St. Paul, of course.

[a]The percents are slight underestimates because the investigator neglected to record some transfers to non-traditional schools after the start of the school year for an unknown but small number of students.

Discussion

The results presented above provide little evidence that the McKinley students--dispersed to majority white schools throughout the city in fall, 1967--made a better or poorer school adjustment than the Maxfield students, whose school remained de facto segregated until fall, 1974.

While not generally displaying academic excellence, both McKinley and Maxfield students made a school adjustment during the nine years, 1966-67 to 1974-75, that could be called reasonably good, by most standards. Between 75% and 85% of each 1st and 3rd grade McKinley and Maxfield subgroup is currently enrolled in a St. Paul public or nonpublic school. Two thirds of each 5th grade subgroup, McKinley and Maxfield, has graduated from a St. Paul public high school. The McKinley and Maxfield students are apparently maintaining their relative positions among national norm groups of their same-age peers.

One could, of course, argue that the academic accomplishments of McKinley students would have been higher, had they not shunned integration in white majority schools by returning to secondary schools near the McKinley-Maxfield neighborhoods.

Inconsistent with this position is the fact that attendance at nearby secondary schools with relatively high minority enrollments--Central High, Marshall Junior High, Mechanic Arts Junior-Senior High, Monroe Junior-Senior High, Ramsey Junior High, and Wilson Junior High--was not generally correlated with poor academic achievement. Among former McKinley-Maxfield 3rd graders and among former McKinley-Maxfield 5th graders, the number of years enrolled in these nearby secondary schools had a near-zero relationship with both 9th grade reading-achievement test stanines and 9th grade math-achievement test stanines.

Among former McKinley and Maxfield 1st graders (usually 9th graders during 1974-75), however, number of years enrolled in these nearby secondary schools was negatively correlated with 9th grade reading scores ($r = -.37$) and 9th grade math scores ($r = -.32$).

Whether or not it leads to improved school achievement, attendance at nearby secondary schools may promote school persistence. Among former McKinley-Maxfield 5th graders, for example, the number of years enrolled in nearby secondary schools was both correlated with the number of years without a mid-year transfer or withdrawal (r = .68) and also correlated with graduation from a St. Paul high school (r = .41). Among former 1st and 3rd graders, also, attendance at nearby secondary schools was accompanied by fewer years with a transfer or withdrawal.

One could also use the results of this study to uphold a second position; namely, that rapid desegregation exemplified in the McKinley elementary student dispersion; and adequately financed, neighborhood-supported de facto segregation, exemplified by the Maxfield experience--both are viable models for the education of minority students.

The data in this report do not provide completely convincing support for either of the two positions described above. The author, however, believes the results are consistent with the conclusion that no single model of education is superior for promoting academic gains among all students from a majority Black neighborhood.

One may wish to plan and encourage racial integration as a moral and social good--in the words of one prominent Twin Cities educator, John B. Davis, one may wish to promote integration "because it is right." This report in itself, however, does not provide a basis for promoting integration because it will lead to better academic adjustment among minority students.

In conclusion, the author offers several suggestions if future follow-up research related to St. Paul desegregation is conducted:

1. The present samples of McKinley and Maxfield students could be followed beyond their careers in the St. Paul schools. For example, do McKinley and Maxfield students differ in their postsecondary plans and accomplishments related to vocational training, college, or jobs?
2. The McKinley and Maxfield students could be surveyed regarding (a) their satisfaction with their St. Paul education and (b) their attitudes toward, and support for, integrated education.

3. The appropriate departments in the St. Paul Public Schools should more closely monitor the recording of data on the student's Form 40 Permanent Academic Record. The author found many instances of Form 40's with missing 6th and 9th grade test data, and incomplete or inaccurate recording of g. p. a.'s and graduation credits. As they are currently maintained, the Form 40's have less than optimal usefulness as a data source for follow-up studies (and, more importantly, as a data source for prospective employers or postsecondary-school admissions officers).

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Metropolitan Achievement Tests, Elementary Reading Test, Form A. New York: Harcourt, Brace, & World, 1959.

Metropolitan Achievement Tests, Primary I Battery, Form A. New York: Harcourt, Brace, & World, 1958.

3/75

St. Paul Public Schools
Department of Urban Affairs
Confidential Student Data Sheet for McKinley Follow-up Study

Refer questions to-
Paul Higgins
Tel. 331-5285
368-6142

Card 1

(1) School in 1966-67:
1 McKinley
2 Maxfield

(2) Grade in 1966-67:
1
2
3
4
5

Percentile Interval	Stanine
96-99	9
89-95	8
77-88	7
60-76	6
40-59	5
23-39	4
11-22	3
4-10	2
3 and below	1

(3) Sex:
1 Male
2 Female

(4) Racial/Ethnic group that student most closely identifies with as to member:
1 White American
2 Black American
3 Native American (Indian American, First American)
4 Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)
5 Asian American (for example, Chinese, Japanese, Korean)
6 Other: Please specify:_____

(5-7) [ ] Individual I. D. number for study

(8-27) Student name (CIF Item 1)

[ ]

Last, First, Middle

(28-32) Birth date in hundredths of a year

[ ].[ ]

yr. hundredths

Birth date	Hundredths of a year
1/1 - 1/15	.00
1/16- 2/15	.08
2/16- 3/15	.17
3/16- 4/15	.25
4/16- 5/15	.33
5/16- 6/15	.42
6/16- 7/15	.50
7/16- 8/15	.58
8/16- 9/15	.67
9/16-10/15	.75
10/16-11/15	.83
11/16-12/15	.92
12/16-12/31	1.00

(33-38) [ ] Student Accounting I. D. number for this student, if available.

(39-58) Student's most recent available address, as of ___/___/___.

[ ]

(59-61) [ ] School code for elementary attendance area of most recent available address.

(62-73) Legal name (if different from Col. 8-27)

[ ] (Abbreviate first and middle)

Last, First, Middle

(74-79) [ ] Misc.

(80) 1

Card 2

(1-7) Duplicate Card 1, columns 1-7

Test Scores (expressed as national—norm stanines for grade level specified)

Grade	Season Month	Year	Test & Form	Content	Stanine
1	Spring 4-5	67	Metropolitan Achievement Tests, Primary I Battery, Form A	Reading	(9)
				Arithmetic	(9)
2	Spring 4-5	67 68	Metropolitan Achievement Tests, Upper Primary Reading Test, Form C.	Reading	(10)
3	Spring 4-5	67 68 69	Metropolitan Achievement Test, Elementary Reading Test Form A.	Reading	(11)
4	Fall 9-10	66 67 68 69	Iowa Tests of Basic Skills, Form 2 (66) Form 4 (67-69)	Reading	(12)
				Arithmetic Total	(13)
5	Fall 9-10	66 67 68 69	Iowa Tests of Basic skills, Form 2 (66) Form 4 (67-69)	Reading	(14)
				Arithmetic Total	(15)
6	Fall 9-10	67 68 69 70 71	Iowa Tests of Basic Skills, Form 4	Reading	(16)
				Arithmetic Total	(17)
7	Fall 9-10	68 69	Iowa Tests of Basic skills, Form 4	Reading	(18)
				Arithmetic Total	(19)
8	Fall 9-10	69	Iowa Tests of Basic skills, Form 4	Reading	(20)
				Arithmetic Total	(21)
9	Fall 9-10	70 71 72 73 74	Iowa Tests of Educational Development, Form X-5	Reading	(22)
				Mathematics	(23)
10	Fall 9	74	Iowa Tests of Educational Development, Form X-5	Reading	(24)
				Mathematics	(25)
11			Minnesota Scholastic Aptitude Test (MSAT)		(26) (27)

Other achievement tests in reading or math. Please specify below:

					(28)
					(29)
					(30)

32

Academic Performance

Grade level	Measure of performance	Performance code (fill in)	No. of yrs. at this grade level	Notes
3	Promoted ?	(31) _____1 yes _____2 no	(64)	
4	Promoted ?	(32) _____1 yes _____2 no	(65)	
5	Promoted ?	(33) _____1 yes _____2 no	(66)	
6	Promoted ?	(34) _____1 yes _____2 no	(67)	
7	Grade Point Average G. P. a.	(35-38) .	(68)	
8	G. P. a.	(39-42) .	(69)	
9	G. P. a.	(43-46) .	(70)	
10	G. P. a.	(47-50) .	(71)	
	Graduation credits earned this year	(51)		
11	G. P. a.	(52-55) .	(72)	
	Graduation credits earned this year	(56)		
	Stanine value in class	(57)		
12	G. P. a.	(58-61) .	(73)	
	Graduation credits earned this year	(62)		
	Stanine value in calss	(63)		

(74-79)

(80) 2

Subject grade	
Letter	Number
A	4.0
B	3.0
C	2.0
D	1.0
N	0.0

Percentile Interval	Stanine
96-99	9
89-95	8
77-88	7
60-76	6
40-59	5
23-39	4
11-22	3
4-10	2
3 and below	1

Start coding here | Card 3 (1-7) Dup.

Page 3

Attendance

YEAR	Grade level (fill in)	School entered (coded)	With-drew ? (code)	Total St. Paul attendance for year		Supplementary educational program	Notes
				Days present	Days absent		
66-67	(8-9)	(26-28)	(53-55)	(8-10)	(35-37)	(62-63)	
67-68	(10-11)	(29-31)	(56-58)	(11-13)	(38-40)	(64-65)	
68-69	(12-13)	(32-34)	(59-61)	(14-16)	(41-43)	(66-67)	
69-70	(14-15)	(35-37)	(62-64)	(17-19)	(44-46)	(68-69)	
70-71	(16-17)	(38-40)	(65-67)	(20-22)	(47-49)	(70-71)	
71-72	(18-19)	(41-43)	(68-70)	(23-25)	(50-52)	(72-73)	
72-73	(20-21)	(44-46)	(71-73)	(26-28)	(53-55)	(74-75)	
73-74	(22-23)	(47-49)	(74-76)	(29-31)	(56-58)	(76-77)	
74-75	(24-25)	(50-52)	(77-79)	(32-34)	(59-61)	(78-79)	
			(80) 3 Card 4 (1-7) Dup.			(80) 4	

School code (based on Student Accounting)

001	McKinley
524	Maxfield
825	Boys Totem Town
110	Career Study Center
828	Cathedral Elem.
210	Central H. S.
829	Central Lutheran Elem.
425	Chelsea Heights Elem.
430	Child Devel. Ctr. (Diagnostic Lrng.)
431	Como Park Elem.
320	Como Park J. H. S.
002	Drew Elem.
440	East Consolidated Elem.
458	Farnsworth Elem.
461	Franklin Elem.
464	Frost Lake Elem.
467	Galtier Elem.
494	Hill Elem. (Primary)
005	Homebound Instruction
509	Linwood Park
003	Marshall J. H. S.
337	Mech. Arts J. H. S.
235	Mech. Arts H. S.
245	Murray J. H. S. & H. S.
345	Ramsey J. H. S.
545	Randolph Hts. Elem.
557	St. Anthony Park Elem.
004	Scheffer Elem.
578	Webster Elem.
355	Wilson J. H. S.
Write in others:	

Withdrawal code (based on Student Accounting)

Change	To	Withdrawal because of:
W2	020	Transfer within St. Paul area
W3	030	Nonresident transfer to outside St. Paul area
W4	040	Resident transfer to outside St. Paul area (family moves)
W5a	051	School problems
W5b	052	Economic problems
W6	060	Work permit
W7	070	Graduation from 12th grade
W8	080	Death
W9	090	Legal excuse or exclusion, emotional or physical maladjustment.
W10	100	Commitment to correctional institution; no school program.
---	101	Commitment to Boys' Totem Town
---	102	Commitment to Home of Good Shepherd
---	103	Commitment to Youth Conservation Commission (Lino Lakes, Red Wing, other State facility)
---	104	Commitment to other correctional institution
W11d	111	Drafted
W11e	112	Enlisted
W12	120	Marriage
W13a	131	Expulsion
W13b	132	Pregnancy
W13c	133	Known reason other than above (make note)
W14	140	Left, reasons unknown